

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution Name: **Southwest Missouri State University**

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Southwest Missouri State University						
<b>Institution Code</b>	6665						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	385						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	365						
	<b>Statewide</b>						
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							

Principles Learning & Teaching 5-9	523	8			135	133	99%
<b>Academic Content Areas</b>							
Education in the Elementary School	010	2			36	35	97%
Elem Ed Curr Instruc Assessment	011	114	109	96%	1614	1547	96%
Early Childhood Education	020	43	43	100%	256	256	100%
Eng Lang Lit Comp Content Knowledge	041	18	17	94%	172	168	98%
Mathematics	060	1			4		
Mathematics: Content Knowledge	061	12	12	100%	126	123	98%
Social Studies	080	2			9		
Social Studies: Content Knowledge	081	32	32	100%	276	269	97%
Physical Education	090	1			13	13	100%
Physical Ed: Content Knowledge	091	21	20	95%	166	144	87%
Business Education	100	11	11	100%	77	77	100%
Music Content Knowledge	113	12	12	100%	129	122	95%
Art Content Knowledge	133	2			75	75	100%
Spanish Content Knowledge	191	3			52	45	87%
Biology	230	1			3		
Biology Content Knowledge Part 1	231	10	10	100%	92	90	98%
Chemistry Content Knowledge	241	1			11	10	91%
Earth Science Content Knowledge	571	1			2		
<b>Other Content Areas</b>							
Technology Education	050	3			11	10	91%
Home Economics Education	120	3			18	18	100%
Speech Communication	220	6			35	35	100%
Agriculture	700	9			34	34	100%
<b>Teaching Special Populations</b>							
Speech-Language Pathology	330	30	29	97%	112	111	99%
Special Education	350	19	19	100%	207	207	100%

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Southwest Missouri State University					
<b>Institution Code</b>	6665					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	385					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	365					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	8			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	287	277	97%	3148	3026	96%

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	21	20	95%	101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	49	48	98%	319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	365	353	97%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **Fall 1999 – 2081 undergraduate students and 1067 graduate students; Spring 2000 – 1978 undergraduate students and 1022 graduate students; Summer 2000 708 undergraduate and 875 graduate**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **Fall 261 ; Spring 402**

3. Please provide the numbers of supervising faculty who were:

**Fall 9; Spring 10** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**Fall 6; Spring 9** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**Fall 5; Spring 9** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **20**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **9.6:1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 8. The total number of hours required is 560 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
☒ Yes ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. **Institution Mission**

Southwest Missouri State University is a multi-campus metropolitan university system with a statewide mission in public affairs whose purpose is to develop educated persons while focusing on five themes: professional education, health, business and economic development, creative arts, and science and the environment.

The university’s identity is distinguished by its statewide mission in public affairs, a campus-wide commitment to foster competence and responsibility in the common vocation of citizenship.

Further, the academic experience is grounded in a focused general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for successful mastery of focused disciplinary and professional studies, as well as enabling critical, independent, intellectual judgment on the culture, values, and institutions of the larger society.

The university understands its task of developing educated persons to include adding to the store of human understanding through research, scholarship and creative endeavor, and drawing from that store of understanding to provide service to both the local and professional community that supports it. In all of its programs, both undergraduate and graduate, the university is committed to using the most effective and regularly evaluated methods of discovering and imparting knowledge and to the appropriate use of technology in support of these activities.

The university functions through a multi-campus system structured to complement one another and to address the needs of the metropolitan area they jointly serve.

2. **Educational Philosophy**

The vision and philosophy of professional education is articulated through the Conceptual Framework (CF) developed through the Professional Education Unit (PEU) at SMSU. The PEU is comprised of students, faculty members, staff and administrators from a variety of departments across the University as well as numerous school partners and community stakeholders. The CF of the PEU provides a set of assumptions and commitments adopted by the professional programs including the belief that professional educators must acquire the knowledge needed to make fully informed decisions. They must acquire a balanced foundation of subject matter, pedagogical skills and professional knowledge allowing them to transform theory and relevant knowledge into skills for professional practice that engage students in the learning process. Additionally, professional educators must be able to facilitate learning and development through the expression of appropriate dispositions that are learner-centered, ethical, socially and culturally respectful.

3. **Conceptual Frameworks**

The CF of the PEU includes expected candidate outcomes aligned to state and professional standards. These outcomes reflect candidates' knowledge, skills, and dispositions and are assessed using multiple data sources. Professional competence with the following is expected and evaluated throughout the candidate's professional education program.

1. **Foundations:** knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
  2. **Subject Matter:** knowledge of subject matter content and the ability to integrate content with pedagogy appropriate to the graduate's field of study.
  3. **Learning and Development:** knowledge of human development and motivation, theories of learning, pedagogy and assessment.
  4. **Communication:** effective communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
  5. **Technology:** knowledge and skills in the use of technology appropriate to the graduate's field of study.
  6. **Teaching Skills:** the practical abilities to implement the skills, techniques, and strategies associated with student learning, assessment, and effective leadership.
  7. **Dispositions:** the intellectual, social, ethical, and other personal attributes previously ascribed to reflective decision-makers in a variety of professional settings.
  8. **Lifelong Learning:** a commitment to lifelong professional development and general learning.
  9. **Diversity:** the ability to skillfully accommodate in professional practice diversity of many kinds, including cultural, racial, economic and that of the exceptional learner. They must possess the ability to stay current with, and adapt professionally to, developments in the global society.
  10. **Collaboration:** the ability to foster and maintain collaborative efforts with persons encountered professionally within institutions and the community. Graduates should develop and maintain a commitment to active citizenship in the service of a vision of the public good.
4. **Program completers who teach in the private schools and out of state**
- Private Schools: 8
- Out-of-State Schools: